

## Dewey Carter Elementary

4937 South Irby Street  
Effingham, South Carolina 29541

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	690 Students	
<b>Principal</b>	Amy Poston	843-664-8479
<b>Superintendent</b>	Larry Jackson, Interim Superintendent	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	25	64	13	1

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Below Average	Below Average	No

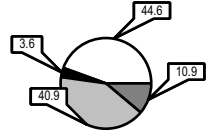
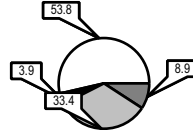
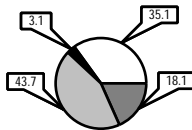
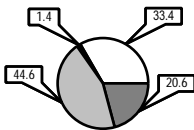
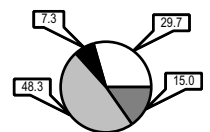
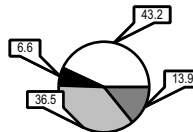
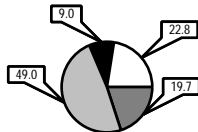
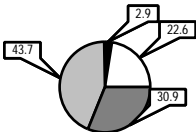
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	394	100.0	33.4	44.6	20.6	1.4	32.9	Yes	Yes
<b>Gender</b>									
Male	203	100.0	39.1	44.0	16.3	0.5	25.5		
Female	191	100.0	27.4	45.1	25.1	2.3	40.6		
<b>Racial/Ethnic Group</b>									
White	193	100.0	23.9	47.8	27.2	1.1	43.3	Yes	Yes
African American	189	100.0	43.2	41.4	13.6	1.8	21.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	328	100.0	29.0	47.1	22.2	1.7	35.7		
Disabled	66	100.0	54.8	32.3	12.9	0.0	19.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	394	100.0	33.4	44.6	20.6	1.4	32.9		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	100.0	33.1	44.8	20.7	1.4	33.1		
<b>Socio-Economic Status</b>									
Subsidized meals	249	100.0	37.9	46.1	14.7	1.3	25.9	No	Yes
Full-pay meals	145	100.0	25.2	41.7	31.5	1.6	45.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	394	100.0	35.1	43.7	18.1	3.1	32.3	Yes	Yes
<b>Gender</b>									
Male	203	100.0	38.6	41.3	15.8	4.3	32.1		
Female	191	100.0	31.4	46.3	20.6	1.7	32.6		
<b>Racial/Ethnic Group</b>									
White	193	100.0	25.6	42.8	26.7	5.0	47.2	Yes	Yes
African American	189	100.0	45.0	43.8	10.1	1.2	17.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	328	100.0	29.0	46.5	20.9	3.7	37.7		
Disabled	66	100.0	64.5	30.6	4.8	0.0	6.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	394	100.0	35.1	43.7	18.1	3.1	32.3		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	100.0	34.7	44.0	18.2	3.1	32.5		
<b>Socio-Economic Status</b>									
Subsidized meals	249	100.0	42.7	42.2	12.9	2.2	24.1	No	Yes
Full-pay meals	145	100.0	21.3	46.5	27.6	4.7	47.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	394	100.0	53.8	33.4	8.9	3.9	12.8
<b>Gender</b>							
Male	203	100.0	54.3	30.4	11.4	3.8	15.2
Female	191	100.0	53.1	36.6	6.3	4.0	10.3
<b>Racial/Ethnic Group</b>							
White	193	100.0	38.9	40.0	13.9	7.2	21.1
African American	189	100.0	68.6	27.2	3.6	0.6	4.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	328	100.0	46.1	38.7	10.4	4.7	15.2
Disabled	66	100.0	90.3	8.1	1.6	0.0	1.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	394	100.0	53.8	33.4	8.9	3.9	12.8
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	100.0	53.5	33.6	9.0	3.9	12.9
<b>Socio-Economic Status</b>							
Subsidized meals	249	100.0	61.6	29.3	6.5	2.6	9.1
Full-pay meals	145	100.0	39.4	40.9	13.4	6.3	19.7

<b>Social Studies</b>							
All Students	394	100.0	44.6	40.9	10.9	3.6	14.5
<b>Gender</b>							
Male	203	100.0	45.7	40.2	9.2	4.9	14.1
Female	191	100.0	43.4	41.7	12.6	2.3	14.9
<b>Racial/Ethnic Group</b>							
White	193	100.0	33.9	47.8	12.8	5.6	18.3
African American	189	100.0	55.6	33.7	8.9	1.8	10.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	328	100.0	37.0	45.8	13.1	4.0	17.2
Disabled	66	100.0	80.6	17.7	0.0	1.6	1.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	394	100.0	44.6	40.9	10.9	3.6	14.5
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	100.0	44.3	41.2	10.9	3.6	14.6
<b>Socio-Economic Status</b>							
Subsidized meals	249	100.0	51.7	35.3	10.3	2.6	12.9
Full-pay meals	145	100.0	31.5	51.2	11.8	5.5	17.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	86	98.8	20.7	37.8	41.5	N/A	41.5
	4	103	98.1	21.6	48.5	28.9	1.0	29.9
	5	96	99.0	35.9	50.0	14.1	N/A	14.1
	6	101	100.0	44.2	42.1	13.7	N/A	13.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	93	100.0	34.6	28.4	32.1	4.9	37.0
	4	92	100.0	17.9	63.1	19.0	0.0	19.0
	5	114	100.0	33.0	49.1	17.0	0.9	17.9
	6	95	100.0	47.7	36.4	15.9	0.0	15.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	86	98.8	32.9	57.3	8.5	1.2	9.8
	4	103	100.0	29.6	44.9	17.3	8.2	25.5
	5	96	100.0	31.5	44.6	19.6	4.3	23.9
	6	101	100.0	33.7	48.4	12.6	5.3	17.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	93	100.0	30.9	54.3	13.6	1.2	14.8
	4	92	100.0	28.6	48.8	20.2	2.4	22.6
	5	114	100.0	41.5	36.8	17.9	3.8	21.7
	6	95	100.0	37.5	37.5	20.5	4.5	25.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	93	100.0	56.8	37.0	6.2	0.0	6.2
	4	92	100.0	46.4	35.7	13.1	4.8	17.9
	5	114	100.0	60.4	31.1	6.6	1.9	8.5
	6	95	100.0	50.0	30.7	10.2	9.1	19.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	93	100.0	39.5	51.9	3.7	4.9	8.6
	4	92	100.0	23.8	56.0	19.0	1.2	20.2
	5	114	100.0	57.5	30.2	9.4	2.8	12.3
	6	95	100.0	53.4	29.5	11.4	5.7	17.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 690)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.7%	Down from 3.9%	3.6%	3.0%
Attendance rate	95.4%	Up from 94.5%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%	Up from 0.3%	3.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%	Up from 0.3%	3.3%	3.2%
Eligible for gifted and talented	4.4%	Down from 4.8%	10.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.4%	Up from 4.1%	8.9%	8.2%
Older than usual for grade	1.9%	Down from 2.0%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 45)</b>				
Teachers with advanced degrees	31.1%	Up from 30.2%	50.0%	52.6%
Continuing contract teachers	75.6%	Down from 76.7%	84.2%	83.3%
Highly qualified teachers	90.5%	Down from 93.5%	94.6%	93.5%
Teachers with emergency or provisional certificates	2.8%	Down from 8.8%	0.0%	0.0%
Teachers returning from previous year	78.3%	Up from 78.0%	86.7%	87.0%
Teacher attendance rate	94.7%	Up from 93.8%	94.8%	95.0%
Average teacher salary	\$35,780	Up 1.4%	\$41,117	\$41,703
Prof. development days/teacher	10.5 days	Up from 5.9 days	13.4 days	12.8 days
<b>School</b>				
Principal's years at school	24.0	Up from 23.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 16.4 to 1	18.4 to 1	18.8 to 1
Prime instructional time	87.9%	Up from 87.3%	89.0%	89.8%
Dollars spent per pupil*	\$5,021	Up 5.8%	\$6,058	\$6,242
Percent of expenditures for teacher salaries*	63.0%	Up from 62.5%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools	84.2%	89.4%
Highly qualified teachers in high poverty schools	86.9%	90.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Teachers and students at Dewey L. Carter Elementary School are to be commended for their initiative and dedication during the 2004-05 school year. All of our efforts have been committed to continuous improvement and focused on our school-wide goals. Individual and school goals were directly aligned to those of Florence School District One.

Our students participated in the following curriculum activities: language arts, math, health, art, music, physical education, social studies, science, Thinking Maps, Reading Recovery, Reading Renaissance, a computer lab to improve math and language arts PACT scores through the Orchard Program software, Southern Bell Pioneer Program for kindergarten students, and Golden Kiwanis Terrific Kids Program. An after-school Extended Day Program provided many activities (classroom instruction) for the improvement of PACT scores. A summer program was held for students who scored below basic on PACT. Our average daily attendance for summer school was 80%. Dewey L. Carter has also implemented FOCUS Tutors to help reinforce South Carolina State Curriculum Standards taught in the classroom. The students also took Benchmark testing each nine weeks to help teachers assess mastered skills.

Mrs. Marcia Chestnut was selected our "Teacher of the Year" by her colleagues.

Dewey L. Carter Elementary School is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation.

Students, teachers, staff, and parents continue to work together to make Dewey L. Carter Elementary School a wonderful place to grow and be challenged. "Kids Come First" sets the tone for our school.

Howard O. Worrell, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	29	85	25
<b>Percent satisfied with learning environment</b>	75.0%	57.1%	64.0%
<b>Percent satisfied with social and physical environment</b>	66.7%	66.7%	44.0%
<b>Percent satisfied with school-home relations</b>	78.6%	79.5%	41.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.